

## GOUCHER ELEMENTARY

604 Goucher School Road  
Gaffney, SC 29340

**GRADES** K-5 Elementary School

**ENROLLMENT** 196 Students

**PRINCIPAL** Janice M. Keller 864-487-1246

**SUPERINTENDENT** Dr. William B. James 864-902-3500

**BOARD CHAIR** Mr. Jerry McDaniel 864-839-6723

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	52	32	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

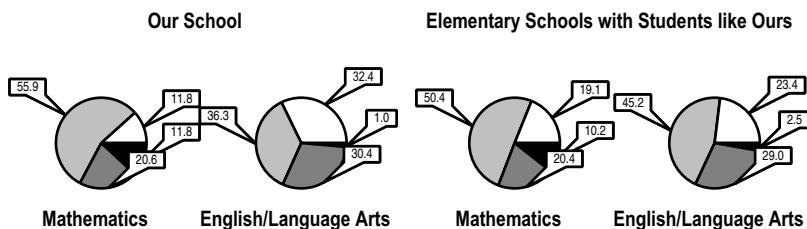
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Unsatisfactory	N/A
2002	Good	Good	N/A
2003	Good	Unsatisfactory	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	15	25	26
Percent satisfied with learning environment	100.0%	95.8%	80.8%
Percent satisfied with social and physical environment	73.3%	96.0%	76.9%
Percent satisfied with home-school relations	93.3%	88.0%	84.6%

**PACT PERFORMANCE BY GROUP**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
<b>English/Language Arts</b>								
All students	113	100.0	32.4	36.3	30.4	1.0	31.4	17.6
<b>Gender</b>								
Male	55	100.0	36.7	38.8	24.5	N/A	24.5	17.6
Female	58	100.0	28.3	34.0	35.8	1.9	37.7	17.6
<b>Racial/Ethnic Group</b>								
White	104	100.0	30.1	37.6	31.2	1.1	32.3	17.6
African-American	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
<b>Disability Status</b>								
Not disabled	100	100.0	30.1	36.6	32.3	1.1	33.3	17.6
Disabled	13	100.0	N/A	N/A	N/A	N/A	N/A	17.6
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	113	100.0	32.4	36.3	30.4	1.0	31.4	17.6
<b>English Proficiency</b>								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	113	100.0	32.4	36.3	30.4	1.0	31.4	17.6
<b>Socio-Economic Status</b>								
Subsidized meals	65	100.0	39.3	39.3	19.6	1.8	21.4	17.6
Full-pay meals	48	100.0	23.9	32.6	43.5	N/A	43.5	17.6

<b>Mathematics</b>								
All students	113	100.0	11.8	55.9	20.6	11.8	32.4	15.5
<b>Gender</b>								
Male	55	100.0	12.2	44.9	34.7	8.2	42.9	15.5
Female	58	100.0	11.3	66.0	7.5	15.1	22.6	15.5
<b>Racial/Ethnic Group</b>								
White	104	100.0	10.8	54.8	21.5	12.9	34.4	15.5
African-American	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
<b>Disability Status</b>								
Not disabled	100	100.0	9.7	54.8	22.6	12.9	35.5	15.5
Disabled	13	100.0	N/A	N/A	N/A	N/A	N/A	15.5
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	113	100.0	11.8	55.9	20.6	11.8	32.4	15.5
<b>English Proficiency</b>								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	113	100.0	11.8	55.9	20.6	11.8	32.4	15.5
<b>Socio-Economic Status</b>								
Subsidized meals	65	100.0	8.9	62.5	19.6	8.9	28.6	15.5
Full-pay meals	48	100.0	15.2	47.8	21.7	15.2	37.0	15.5

**Abbreviations for Missing Data**

<b>N/A</b> Not Applicable	<b>N/C</b> Not Collected	<b>N/R</b> Not Reported	<b>I/S</b> Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	41	N/A	12.2	39.0	46.3	2.4	48.8
	Grade 4	26	N/A	15.4	73.1	11.5	N/A	11.5
	Grade 5	28	N/A	28.6	46.4	17.9	7.1	25.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	39	100.0	29.7	27.0	43.2	N/A	43.2
	Grade 4	44	100.0	30.8	38.5	30.8	N/A	30.8
	Grade 5	30	100.0	38.5	46.2	11.5	3.8	15.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	41	N/A	N/A	41.5	41.5	17.1	58.5
	Grade 4	26	N/A	11.5	50.0	34.6	3.8	38.5
	Grade 5	28	N/A	25.0	53.6	3.6	17.9	21.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	39	100.0	13.5	56.8	13.5	16.2	29.7
	Grade 4	44	100.0	7.7	48.7	28.2	15.4	43.6
	Grade 5	30	100.0	15.4	65.4	19.2	N/A	19.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 196)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.0%	2.4%
Attendance rate	95.6%	Down from 96.9%	95.8%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	16.4%	Up from 15.9%	15.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	1.5%	Down from 4.5%	8.6%	8.0%
Older than usual for grade	1.0%	Down from 1.6%	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 14)				
Teachers with advanced degrees	78.6%	Up from 71.4%	45.1%	50.0%
Continuing contract teachers	100.0%	No change	87.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.8%	Up from 85.0%	88.0%	86.2%
Teacher attendance rate	95.0%	Down from 95.8%	95.2%	95.3%
Average teacher salary	\$41,890	Up 2.2%	\$39,627	\$39,909
Prof. development days/teacher	10.4 days	Down from 17.6 days	10.9 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio	17.8 to 1	Up from 17.5 to 1	19.1 to 1	18.9 to 1
Prime instructional time	89.2%	Down from 91.1%	89.8%	89.7%
Dollars spent per pupil*	\$7,121	Up 5.6%	\$5,668	\$5,892
Percent spent on teacher salaries*	60.3%	Down from 62.7%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Goucher Elementary School has continued to ensure "No Child is Left Behind" by enhancing existing exemplary programs, implementing current researched best practices, and providing opportunities for growth for students, parents, and staff.

Enhanced programs included providing reading enrichment periods each day to focus on the specific needs of all students from special education to gifted and talented, increasing participation in Accelerated Reader, conducting deeper analysis of test data, and integrating focused technology instruction through computer assisted instruction, PowerPoint presentations, and digital photography. Expanding the goals of the student newspaper and literary staff helped provide opportunities to develop life-long skills and instilled a sense of purpose in our educational community.

Implementation of the district math curriculum led the way to providing weekly problem-solving periods to enhance mathematics instruction. The creation of the Gorilla Post and a school-wide drama club gave students the avenue for true authentic writing.

Parents and the community work hand in hand with the school to develop and grow.

Opportunities in 2002-2003 included: Back to School Orientation, Community Hillbilly Hoedown, Fall Festival, Grade Level Parent Sessions, Science and Sundae Night, Computer Parent Week, Fine-Arts Share Days, Musical Performances, Veteran's Day Celebration, High Academics Banquet, PTO Meetings, SIC Meetings, and the school play "Little Red Riding Hood".

Service projects for 2002-2003 included raising funds for the Goucher-White Plains Fire Department, the Cherokee County Veterans Museum, Pennies for Patients, and USO Care Packages. Students also brought items in for the Cherokee County Children's Home and participated in the Adopt-a-Highway Clean-up program.

**2002-2003 Recognitions**

Palmetto Silver Award, "Closing the Gap" EOC Recognition, Wal-Mart Recycling Grant, 30-year Southern Association of College and Schools Accreditation Award

Janice M. Keller, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.